

2012-2013 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. In no case is a private school required to make any certification with regard to the public school district in which it is located.

- 1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
- 2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
- 3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
- 4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
- 5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- 6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
- 7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S DEPARTMENT OF EDUCATION

GreenRibbonSchools

ED-GRS (2012-2013)

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U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: [] Charter [x] Title I [] Magnet [x] Choice
Name of Principal Mr. Dirk Hunter (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)
Official School Name Summit Environmental School (As it should appear in the official records)
School Mailing Address: 1800 Lakeshore Drive La Crosse, WI 54603
County: <u>La Crosse</u> State School Code Number* <u>0340</u>
Telephone: <u>(608) 789-7980</u> Fax: <u>(608) 789-7175</u>
Web site/URL: www.lacrosseschools.org E-mail: dhunter@lacrosseschools.org
I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.
Date 2/9/13
(Principal's Signature)
Name of Superintendent* Mr. Randy W. Nelson (Specify: Ms., Miss, Mrs., Dr., Mr., Other)
District Name*School District of La Crosse Tel.: (608) 789-7600
I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction. Date 2/9/13
(Superintendent's Signature)
*Private Schools: If the information requested is not applicable, write N/A in the space.

PART II - SUMMARY OF ACHIEVEMENTS

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Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

PART III - DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

- 1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
- 2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
- 3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating

Agency

Wisconsin Department of Public Instruction

Name of Nominating

Authority

State Superintendent Tony Evers, PhD

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

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(Nominating Authority's Signature)

Date $2/\ell/13$

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509 Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



U.S. Department of Education Green Ribbon Schools Summary of Achievements for Summit Environmental School

Summit Environmental School (Summit) is an urban public school serving 4K-5th grade students, where more than 50% of the students qualify as economically disadvantaged. Summit has made significant progress toward achieving all three pillars of the U.S. Department of Education Green Ribbon Schools program due to the visionary leadership of its principal, a motivated staff, and a supporting central administration.

Over the past three years, the school has redesigned its curriculum focus, building practices and staffing to transform Summit Elementary School to Summit Environmental School. The district leadership and school board officially approved this transformation two years ago. Summit is a "boundary plus choice" school and accepted more than 65 choice students over the past three years who do not live in the attendance area. Summit's major tenet is to provide a strong foundation in the core academic areas with an emphasis on integrating environmental education throughout the curriculum.

Pillar I: Reduced Environmental Impact

In 2009, the school received the EPA Energy Star certification and annually conducts energy audits. The school has as an energy and water efficient product purchasing and procurement policy in place, developed and updated in 2009. The school replaced old steam boilers with new high efficient hot water boilers and installed a heat recovery chiller. The school works with several public and private agencies to maximize energy efficiency and switched to energy efficient lighting in many locations. They reduced their energy consumption by 44% in one year.

Summit's water comes from a well on school property, which is routinely tested as required by law. The school also conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and identify cost cutting measures. They installed timers on some faucets. In addition, they use Energy Education's "Watering Best Practices" and alternative water sources, including a rain barrel, to irrigate their school garden. Summit reports a 66% recycling rate. Eighty percent of students either walk, bike, or ride the bus to school.

Students have ample opportunities to study outside in the school's habitat garden, food garden, wooded area behind the school, local community park, and adjacent flood plain backwaters area of the Mississippi River. Summit improved its school grounds to enhance outdoor learning. These improvements are done with emphasis on safety, healthy and environmentally sound practices/materials. The school's outdoor classroom was constructed using recycled and natural materials

Pillar II: Improved Health & Wellness

Summit has a comprehensive indoor air quality management program that is consistent

with EPA's Indoor Air Quality (IAQ) Tools for Schools. The school prevents exposure to asthma triggers such as mold, dust, and pet dander. It also also meets the ASHRAE Standard 62.1-2010 for acceptable indoor air quality. Staff members visually inspect all structures on site on a monthly basis to ensure they are free of mold, moisture, and water leakage. Summit's indoor relative humidity is maintained below 60%.

Summit strives to improve student and staff health and wellness initiatives. They meet on Fridays throughout the school year to "walk and roll" to school together through the Safe Routes to School Program. Students are given a healthy snack in the cafeteria when they arrive to school. Healthy eating and snacking is encouraged for daily snack breaks in the mornings or afternoons. The staff exercises on a weekly basis and participate in a volleyball league which runs each fall and spring.

Pillar III: Effective Environmental and Sustainability Education

Summit uses environmental and sustainability education as a context for learning. Summit's teachers are certified in Project Wet, Project Wild, and identified several outdoor environmental activities used in their regular curriculum to be implemented in the school forest area. Over the past three years, teachers have developed integrated environmentally-focused units that meet state standards. To educate Summit's students about energy conservation, the school conducts assemblies in the effort to further educate students about energy conservation. Students are involved with practices happening at the school. For example, when the HVAC system was updated, every classroom visited the boiler room to learn about antiquated and modern systems.

One of Summit's innovative practices is the partnership at each grade level with an environmental partner agency in the community who offers expertise, various presentations, and visitations to their work sites. Summit has also written several grants and raised more than \$18,000 to support the development of their outdoor education areas which will give students an interactive learning experience about the environment. Summit was recognized as a Wisconsin "School of Promise" for having student achievement levels higher than the state average for students who receive free and reduced meals.

Cross Cutting Questions

The school principal received the Wisconsin Association for Environmental Education Administrator of the Year award and the school has a staff member who is in Wisconsin Association for Environmental Education. The school is a member of the Wisconsin Green Schools Network.



Summit Environmental School is an urban public school located in La Crosse, Wisconsin with more than 50% of students economically disadvantaged. The school has been recognized two of the past three years as a "Wisconsin School of Promise" for student achievement levels higher than the state average for students who receive free and reduced meals.

The summary of their achievements as reported in their application is presented in each pillar and element below. The focus area is in reference to Wisconsin's application structure.

Pillar I: Reduced Environmental Impact Element 1A: reduced or eliminated green house gas (GHG) emissions

Focus Area: Energy

- The school received the EPA ENERGY STAR for K-12 School Districts certification in 2009 and annually conducts energy audits.
- The school has as an energy and water efficient product purchasing and procurement policy in place, developed and updated in 2009.
- The school participates in the following federal or state school energy programs:
 - o CESA #10 (Focus on Energy)
 - Contracted with Energy Education Inc., (Cenergetic)
- The school installed the following energy saving devices:
 - Switched to energy efficient lighting in some locations including the office and hallways.
 - Upgraded to a more energy efficient HVAC system and replaced old steam boilers with new high efficient hot water boilers, (condensing) and installed heat recovery chiller.
- The school reduced its total non-transportation energy use from an initial baseline by 44% in one year.
- The school is purposeful about communication with students and staff regarding the need to turn off equipment and lights when not in use. They have required all staff to remove small refrigerators from classrooms except where there is a specific need. On almost all days when students/most staff are not present they do not run the air conditioning or heating units or run them at a much lower level. They continue to examine ways to reduce the need for energy.
- The school's facility manager completed the following certifications that helps ensure reduced environmental impact and improved health and wellness:
 - Wisconsin DPI/WASBO Facility Managers Program certification, Kerm King, certified 2005 – 2008
 - o Building Operator Certification (BOC), Kerm King, certified 2005
 - Well Operator Certification #61568, Kerm King, date of certification = 2008
- The school has an Environmental Education Club that meets every Monday after school throughout the year. They have done some work with identification of certain energy practices and then gone into classrooms to share their work. They will develop



recommendations for students and staff two times a year, going into classrooms to report how the school is doing as a school with energy savings. The school also has plans for all of 4th graders to focus on this as well as a part of their electricity unit. They are also developing ways for students to track monthly energy usage with the Building Engineer and chart this for all students to see on a bulletin board.

- Energy Education is taught primarily in the fourth grade classrooms during a unit related to Electricity & Energy. The La Crosse County Sustainability Coordinator and District Energy Manager both come into the classroom to share information with students about where energy comes from, the amount of energy used in the school and practices both the county and district are doing to conserve energy use.
- The staff has been educated about energy issues by the District Energy Management Coordinator, Kerm King on a limited basis. The next major staff development push will be to train all staff on Project LEAF and use with the school forest and related activities. They have energy education identified as the next priority to do with staff following the LEAF Training.
- The school provides opportunities for staff to attend different conferences which have energy education offered as sectionals.
- The schools "EED Steering Committee" is exploring the idea of an Environmental Science Lab which would include several different programs related to energy education. They also have classrooms looking into the Wisconsin K-12 Energy Education Program (KEEP) and see several possibilities for connections to the school and classroom work.

Element 1B: Improved water quality, efficiency, and conservation

Focus Area: Water

- The school's water comes from a well on school property, which is routinely tested as required by law.
- The school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
- The school follows Energy Education's Watering Best Practices.
- The school uses alternative water sources other than potable municipal or well water (i.e., grey water, rainwater) for irrigation and uses a rain barrel to assist with watering of the school garden areas.
- The school's landscaping is water-efficient and/or regionally appropriate.
- The school's taps, faucets, and fountains at school are cleaned at least twice annually
 to reduce contamination, and screens and aerators are cleaned at least annually to
 remove particulate lead deposits.
- The school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).
- The school has installed timed faucets in two bathroom areas, when the faucets have been turned on they run for between 8-15 seconds. Each year, special education



students record how long each faucet runs and record the times on a chart. They then meet with the Building Engineer and he adjusts those faucets that are running too long. The fifth graders study water quality in the Mississippi River and in the school pond, comparing and identifying organisms in the different bodies of water. From there they discuss the effects of different practices that could improve or reduce water quality.

- Several grade levels teach about the water cycle as a part of the curriculum. First and third grade cover this during their units on Organisms/Plants, second grade covers much of this including concepts of the local watershed during their study of Soils, and fifth grade covers concepts related to the water cycle and the local watershed during their study of Ecosystems. The curriculum covers water supply and discharge with grade 4 & 5 but on a very limited basis. The teachers do several different Project Wet activities, some of which are directly or indirectly related to some of these areas.
- The staff has received some professional development regarding water from the District Energy Manager as he also is certified to test the well and monitors water quality. The staff is interested in learning more in this area.
- The school is in the process of developing a pond area located in the school forest to allow for more hands-on teaching of these concepts. This area captures much of the runoff water from the playground and some of the parking lot areas. The school has implemented initial plans to use this area as a teaching tool for students to teach them about erosion, ground water, water quality, the watershed, etc.

Element 1B: Improved water quality, efficiency, and conservation

Focus Area: School Site

- The school has a habitat garden (45 x 15), a food garden (45 x 15), and a registered school forest (9.65 acres).
- The school also uses a wooded site adjacent to the school site (1 acre) and a community park.
- The school uses the existing site, lawns, parking areas, and playgrounds for outdoor teaching.
- The US Fish and Wildlife has purchased land adjacent to the school in a flood plain (backwaters of the Mississippi) which will be open to the students for additional studies.
- The school has made several improvements to school grounds to enhance teaching in the outdoors and mitigate water run-off and increase native landscaping. All of these improvements are done with a great emphasis on safety, healthy and environmentally sound practices/materials. The construction of the outdoor classroom in the courtyard has been done with all recycled materials and other materials found naturally in the area. All future plans with developing the School Forest based on the recently approved School Forest Plan include plans to use as much of the materials, practices, etc. as teaching tools for staff to discuss with students related to environmental friendly practices.



- Community partners provide professional development for different grade level teachers specific to areas of study in the curriculum and specific to outdoor sites. For example, the Bluff Country Master Gardeners come each year to work with teachers and students on planting garden areas.
- In their application, the school wrote: "Perhaps the greatest thing we have done to encourage the use of our many outdoor educational spaces is to raise over \$18,000 in grants and other sources specifically for the purpose of developing these spaces to make them more inviting, more interesting, and more accessible to staff and students. An example is that we just finished a project with a local boy scout who created his Eagle Scout Project as improving our school garden area, including building us six raised garden beds so each grade level in grades K-5 can do some planting each year. We have an outdoor education committee that continually explores different enhancements and ways we can make the best use of our school site for environmental education."

Element 1C: Reduced waste production

Focus Area: Recycling & Waste Management

- The school recycles the following materials:
 - o Paper
 - o Glass
 - o Metals
 - Plastics
 - o Ink Cartridges
 - Milk cartons
 - o Waste to XCEL Power Plant
- The school's recycling bins are located in the following places:
 - Hallways
 - Classrooms
 - Lunch room
 - Staff lounge
 - o Main office
- The school's recycling bins are placed next to trash cans in all locations and are clearly labeled.
- The school composts the following:
 - A small scale, compost demonstration site used primarily for educational opportunities.
 - o Cafeteria and food waste (six weeks in the spring)
 - The school's percentage of solid waste diverted from landfills or incinerations due to reduction, recycling and or/composting = 66%
 - Comments: We currently contract out all recycleables with a company in Milwaukee. They do not require or request that we place different recyclables in different containers as this is all done by their staff once the waste arrives at



their plant. All other waste is converted to energy at the local Xcel Energy Plant.

- Actions completed by the school to minimize and safely manage hazardous waste:
 - has a hazardous waste policy for storage, management, and disposal that is actively enforced
 - O Disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program.
 - Computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.
 - Comment: The amount of hazardous waste handled and disposed of in our school is very limited and is handled by the Buildings & Grounds Department.
- Students are involved in reducing waste and increasing recycling. The school wrote: "In our kindergartens we have a unit we teach on Reduce, Reuse, Recycle. These students then become the recycling monitors. Each afternoon, three kindergarten students accompany one of our custodians with collection of trash in the building. They help to ensure materials are place in the correct containers and they also learn the direct application of the curriculum. We review all recycling procedures with students and staff each year with a power point presentation and one page summary of what materials are recycled. Each spring we work with students in the school nutrition program at Viterbo University and these interns along with some of our students collect and weigh waste in our lunchroom, post the results and also take food waste to our compost bin to be processed. We do discuss the proper procedures for disposing of hazardous waste and practices used by the district to eliminate the use of hazardous waste.

Each spring we weigh the amount of waste from our school cafeteria. This is put on a large chart on the cafeteria wall and discussed in classrooms. The kindergarten students empty the two trash cans in every classroom and office area each afternoon with a custodian. They continually check to be sure items that can be recycled are being recycled and that waste is in the correct receptacles."

- The school integrates recycling and waste reduction in to curriculum in the following ways:
 - Waste reduction is primarily covered in our kindergarten curriculum during their unit on Reduce, Reuse, Recycle. In our Art Program our Art Teacher has several projects across all grade levels that use recycled materials. These materials are also used as the primary medium for the after school art club as well. Last year we had an artist in residence in to work with all grade levels for an entire week along with many different parent volunteers. Using recycled pieces of colored glass tiles students created a 4x8 foot mosaic of a river scene that is now displayed in our school foyer area. All of our students had the opportunity to help design our outdoor courtyard area with recycled and natural materials as the primary material for this project. Waste reduction is also covered in several other grade levels throughout the year.



- Staff receive professional development from the District Energy Coordinator each
 year as he shares school specific information on the amount of waste and energy
 savings.
- The school writes, "Perhaps the most significant recycling education comes from a local recycling center, Hilltopper Recycling, which is our partner agency for our kindergartens while covering the unit on Reduce, Reuse, Recycle. A representative from this agency comes to school each year to share information on this topic with students. She creates a compost aquarium in each classroom and students observe what materials break down quickly and which may never break down in the environment."

Element 1D: Use of alternative transportation

Focus Area: Transportation

- The school supports alternative transportation and reducing impacts on air quality in the following ways:
 - Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
 - o A plan to regularly review bus routing.
 - o Bike racks.
 - Safe Pedestrian Routes to school or Safe Routes to School.
- Percentages of the school's students and staff who do the following to get to/from school:
 - Walk 5 to 10 %
 - \circ Bike 5 to 10 %
 - \circ Bus -60%
- Explanation as to how the above percentages were calculated:
 - O We keep track of students who walk or roll to school on our Safe Routes to School Days, usually every Friday when the weather permits. The Walk & Bike data above is based on these days. Approximately 60% of our students ride buses to and from school each day.
- The school recently developed a new bus drop off area at a significant cost on the north side of the school. This has reduced the number of students being dropped off by parents by at least 10%.
- The school continues to work on this area. "Our Environmental Club made up of 4th & 5th grade students will be working on an information article in our newsletter this spring with data on car emissions and some specific information for parents about practices while idling in cars, etc."
- Twice each year all classrooms participate in a week long survey where all students are surveyed on how they got to school each day of the week. Classrooms discuss air quality and how much better it is for the environment when students walk, ride bikes and car pool to school.



- The school offers incentives for students or staff to encourage sustainable transportation practices through the Safe Routes to school Program we have purchased scooters, bike equipment, etc. that we give away to students who participate in this program.
- The school has plans for local car companies come to present to staff, select students and interested parents on comparisons of cars using different types of energy sources including; gas, gas with ethanol, electricity, and natural gas. This spring we hope to offer this as a part of our school picnic that we run right here on school grounds so parents can be informed as well.

Pillar II: Improved Health & Wellness Element 2A: Integrated school environmental health program

Focus Area: Environmental Health

- The school implements the following practices to improve contaminant control and ventilation:
 - Has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.
 - Has taken actions to prevent exposure to asthma triggers such as mold, dust, and pet dander.
 - Meets ASHRAE Standard 62.1-2010(Ventilation for acceptable indoor air quality).
 - Staff visually inspects all of the school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
 - School's indoor relative humidity is maintained below 60%.
 - There are no wood structures on school grounds that contain chromate copper arsenate.
 - School prohibits smoking on campus and in public school buses.
 - School has combustion appliances that are annually inspected to ensure they are not releasing Carbon Monoxide.
- The school's chemical management program includes the following:
 - o Chemical purchasing policy (low or no-VOC products).
 - Storage and labeling.
 - o Training and handling.
 - o Hazard communication.
 - Spills (clean up and disposal).
- The school controls and manages chemicals routinely used in the school to minimize student and staff exposure (including chemicals used in science labs) in the following way:

We have a specific area for storage of all cleaning chemicals. All chemicals are automatically dispensed through a controlled dispenser. We have MSDS sheets on all chemicals used.



- The school has a pest management policy and uses pesticides on a limited basis. A contracted outside company comes twice a year to spray exterior along outside of building. The school contracts with a certified and licensed pesticide applicator and posts a notice at the time of pesticide application and for at least 72 hours following application. The school has pest control policies, methods of application, and posting requirements provided to parents and school employees. The school's students are prohibited from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.
- The school has copies of pesticide labels, copies of notices, material safety data sheets (MSDS) and annual summaries of pesticide applications are available and in an accessible location.
- The updated HVAC systems have helped to provide better air quality throughout the building.
- Professional development and training regarding environmental health is done at the
 district level for Buildings and Grounds supervisors. Building Engineers go through
 an on-line training each year involving asbestos and other environmental health
 issues. Our Building Engineer is certified in HAZMAT.
- Students and staff wear appropriate personal protection equipment when working with chemicals in classrooms. Vinyl gloves and eye protection are used.

Element 2B: Nutrition and Fitness

Focus Area: Health & Wellness

- The school has a health, nutrition and/or wellness policy
 - The district has health, nutrition and wellness policy which includes providing health related support in all schools, school meals that meet FDA requirements and limiting the access students have to non-nutritional snacks, and focusing on overall wellness.
- The school provides the following options to promote nutrition and fitness
 - o a salad bar during lunch
 - o offers fresh fruits and vegetables
 - o has restricted access to foods and beverages of minimal nutrition value
 - o 20 staff use the school gym one night a week for fitness classes
- The school garden supplies food for our students in the cafeteria, a cooking or garden class, or to the community; established in 2009.
- The school has a policy for harassment and bullying.
 - Each year our school social worker reviews bullying concepts and roles in any bullying situation including the bully, the victim and bystanders. Students are encouraged to report any incident which involves physical, mental or cyber bullying/inappropriate behavior. All such reports are documented and followed up on with parties involved. Parents are often contacted when appropriate and individual plans are made with individual students involved.



We also run a number of groups dealing with friendship related issues to help to address bullying related incidents.

- Over the past two years we have had Nutrition interns from Viterbo University
 visiting with classrooms to discuss healthy eating habits, offerings in our school
 cafeteria and FDA requirements. We have a school policy in place that addresses the
 need for low sugar and healthy snacks. We also have made a significant change in the
 quality of snacks our school provides for all after school programs.
- The school provides for staff and student social well-being including access to school nurse/health care provider, school psychologist, school social worker, and counseling services.
 - o Further clarification: There is a wide range of services offered to students and staff in our school. Staff & students have access to our Health Assistant which is on site full time every day. Select grade levels of students have vision and hearing screening. Staff have access to the building principal to assist with assorted issues that arise and all staff also have access to an Employee Assistance Program through a local hospital. We have a half time school psychologist and a full time school social worker for students to assist with individual or small group counseling and classroom support. Our social worker has a set curriculum she teaches, visiting every classroom twice each quarter to teach students about bully prevention, handling stress, resources available in the school to assist students, friendship issues, family issues, etc. We also have a DARE Officer that meets once a week for 15 weeks each year with our fifth grade students to discuss drug, alcohol and gang related issues and information with these students.
- The school promotes nutrition, physical activity and overall school health in the following ways:
 - Participates in a Farm to School program or other program to use local, fresh food.
 - Students spent at least 120 minutes per week over the past year in school supervised physical education.
 - Promotes hand washing for staff and students.
- The school provides outdoor education, exercise and nature-based recreation.
 - Our PE instructor is certified in Outdoor Adventure Education. We received a grant to purchase two different sets of snowshoes that we use each winter in our PE curriculum. We do rock climbing, archery, fishing and other unique outdoor activities with students each year. We routinely also do a biking unit, teaching students safe bike practices and encouraging this activity in our students.
 - o In different grade levels we also have done canoeing and hiking. Our 5th graders participate with the School On the River Students each year to canoe in the back waters of the Mississippi. Our third graders take three trips each year to the Hixon Forest to hike the trails and to learn about different plant and animal species.



- O All of our grade level teachers have developed three different environmental units which have as a focus education in the outdoors when possible. These include taking water samples from the French Slough and our Frog Pond, planting in our school garden, doing a number of activities in our school forest, and may other activities.
- o In our School Forest Plan we plan to use a process suggested for recording the use of all of our outdoor education spaces. This will give us information on what areas are being used, how often, and for what purposes. In this School Forest Plan each grade level has also identified several activities connected to our district curriculum that they are committed to doing with students in our school forest area. We are in the process of developing a system to help us to schedule classroom use of these outdoor areas as we have already had several classrooms wanted to use a specific area at the same time on the same days.
- The school provides professional development, training, or programs for staff regarding health and wellness.
 - Staff members are required to complete blood borne pathogen training as is required by district policy. The principal has completed the school safety training required by the district.
- The school integrates health, nutrition, wellness, and physical activity in the curriculum.
 - All K-5 students participate in a PE curriculum that focuses on student movement and active student engagement. All K-5 grades have a district adopted health curriculum that focuses on self-help skills, healthy practices and ways students can keep themselves safe.
- The school engages staff, students, and the surrounding community to promote health enhancing behaviors and wellness.
 - The Safe Routes to School Program is a cooperative program with our school, La Crosse County and local businesses. Part of this program involves encouraging students to walk or roll to school on identified safe routes. This grant provided funds for a digital radar sign so all vehicles know how fast they are going in the school zone. It also provided funding for two different crosswalks to be painted with flashing school crossing signs that flash during specific times each morning and afternoon.
 - We have an organized fitness program run at school one night a week for staff in which about 20 staff participates. Several staff ride bikes to school together at different times of the year. Our fourth graders do a daily walking program in the spring of the year where they walk with their teacher and record the number of miles walked.



Pillar III: Effective Environmental and Sustainability Education Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems

Focus Area: Environmental & Sustainability Education

- The school has integrates environmental education as a part of regular coursework in all grades in the following ways:
 - Each grade level has developed three different science units detailing the environmental concepts and goals of our school, other subjects these that can be integrated into these topics, specific outdoor activities students can do as a part of each unit and partner agencies teachers will work with to teach these units. Also, in our math curriculum we have several grade levels that teach units on measurement. Teachers have several different outdoor activities related to measurement activities for students on our school grounds and in our school forest.
 - Environmental and sustainability concepts are integrated throughout the curriculum in the following subject areas:
 - o Math
 - o Science
 - Social Studies
 - o English language arts
 - Agriculture Science
 - o Art/Drama
 - Exceptional needs
 - Health education
 - o Music
 - Physical education
 - o Technology Education & Engineering
 - As Summit Environmental School our teachers integrate environmental concepts across all grade levels and subject areas. In PE we focus on outdoor adventures and activities when possible. In Art and Music, classroom teachers work with these teachers to integrate performances and art work on environmental concepts being taught in the classroom. Teachers often take an environmental concept and integrate it into daily reading and language arts classes, encouraging some research using different technologies, and creating reports, or student displays to be put up for others to see. Our fifth graders are currently working on keynote presentations based on reading and research they are doing during reading/language arts on animal behavior and habitats. They have to site their resources, import different pictures from different sources, and write informational text using at least three sources.
 - The school integrates environmental and sustainability concepts into assessments:
 - This is done specific to units taught. In Phase III of our implementation plan for our environmental school we will be exploring and writing different assessments to specifically measure the five environmental goals



we have for students. For each goal we plan to write a rubric as to what it looks like for students to progress through different levels to achieve full demonstration of the goal.

- The school has an after school environmental club that is open to 4th & 5th graders. Approximately 15-20 students participate each semester. These students do a number of outdoor activities including prepping our school garden, clean up in our school forest, building Aldo Leopold benches for our school grounds and forest, geocaching, research projects on different environmental topics, etc. These students also take a yearly field trip to a different forest or park area. We are working on service learning projects they can do each year related to the environment.
- Teachers have received professional development in areas related to environmental and sustainability education:
 - o KEEP (WI K-12 Energy Education Program) (35 staff members)
 - o Project Learning Tree (5 staff members)
 - o Project WET (35 staff members)
 - o Project WILD (35 staff members)
 - o Related university level course (7 staff members)
 - WI Association for Environmental Education Event(Winter Workshop, Spring Adventure Workshop, Annual Conference) (5 staff members)
 - WI Center for Environmental Education for Sustainability Course/Workshop/In-service (35 staff members)
- Outdoor learning experiences are required of all classrooms and of all teachers in our school. Teachers are required to do at least one project Wet/Wild activity each quarter with their students in the outdoors. Outdoor journal writing is a routine activity of several of our classrooms. Aside from our regular curriculum and outdoor requirements each year we have a full day for all K-5 students to be immersed in the outdoors. These Environmental Days are focused on specific themes such as Wildlife in our Backyard, Activities to do in a National Wildlife Refuge, etc. As many as 15 different sectionals are provided during each of these outdoor days for students and staff to select from and the presenters include many different agencies whose primary work is in the outdoors, US Fish and Wildlife, WI DNR, Wisconsin Center for Environmental Education, La Crosse County, etc. We continue to develop outdoor learning spaces on our school site to provide more activities for students. We also have a separate district budget which provides money for outdoor field trips focused on environmental education.

Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills

Focus Area: Environmental & Sustainability Education

 We do offer several experiences related to integrating Science, Technology, and Math related concepts in the units described above focusing on environmental education.



 STEM education will be strengthened with the implementation of the KEEP curriculum.

Element 3C: Development and application of civic knowledge and skills

Focus Area: Community Involvement

- The school has developed community partnerships in focus areas below:
 - Energy
 - o Water
 - School site
 - Recycling and Waste Management
 - o Transportation
 - Environmental Health
 - Health and Wellness
 - Environmental and Sustainability Education
- The scope and impact of these partnerships are described below:
 - Community Partnerships is a huge part of the design and implementation of our environmental school. As we were designing our environmental school the Wisconsin Center for Environmental Education (WCEE) out of Stevens Point helped to facilitate an activity with our school staff, our PTO, and 12 different community agencies to help us to create a vision and mission for our school. This activity was the beginning of partnerships that have developed into a wide range of services we enjoy from, now, more than almost 20 different partners. These partners participate in a variety of different services including: training our staff with the most recent practices and information in their specific areas, assisting teachers with writing integrated curriculum on environmental units, coming to school to provide presentations for students, allowing grade levels to take field trips to their areas of study, providing staff and students with different materials and supplies including technologies to help with different studies, etc. The WCEE has been a wonderful partner, visiting our school and working with our EED Steering Committee on several occasions providing staff training and consistently providing us with resources as we wrote the different environmental units. Their guidance was invaluable as we planned for this conversion and school focus.

The USGS Upper Midwest Environmental Sciences Center has been a partner with us for many years. They have really helped us with ensuring quality in our programming for students, resources for our outdoor environmental days, technology our students could use in different areas of study, and staff to assist us with writing curriculum and planning for very exciting outdoor activities. Each year they assist our fifth grade teachers with the teaching of two environmental units, Ecosystems and Microorganisms. They provide inschool teaching prior to different outdoor activities including water quality.



They lead the activity where our fifth grade students go to the backwaters of the Mississippi and to our local Frog Pond and take water samples. They are hands on with our students and teachers collecting samples, and taking observational notes students use back in the classroom. Once back in the classroom, students identify and record different organisms they find in the two different bodies of water and discuss water quality and conditions for organisms to survive.

The La Crosse County Sustainability Coordinator and our District Energy Manager partner with our fourth grade teachers to provide students with different presentations and with brainstorming different activities teachers can do with students. The La Crosse County Sustainability Coordinator working with Western Technical College built a bike for us to use in our Electricity Unit demonstrating how much energy it takes to keep three different lights lit for a specific period of time. Students can physically tell how much more energy it takes to keep a standard light bulb lit compared to a florescent and LED light bulb.

The La Crosse County Agricultural Agent works every year with our second grade teachers on their unit on soils. He comes to meet with teachers prior and then to present to students on what soil is, what components make up soil, the quality of soil, the role of lime and fertilizers play on soil quality, agricultural practices, etc. There is discussion around decomposers and how humans impact the quality of soil in different environments.

The La Crosse County Forester and DNR Foresters come to work with us on identification of invasive species in our school forest and throughout our school grounds. They help to identify enhancements, future plantings and future projects we can do with students in these different areas.

Staff from the Trempealeau National Wildlife Refuge has provided us with several different classroom and school level support. This past fall we took all of our K-5 students, all staff and about 70 parents to the refuge for a full day of outdoor related activities. We had presenters from several different agencies that provided informational and hands-on sectionals for students on different environmental topics such as Amphibians and Reptiles, Fishing in the Refuge, Biking the Refuge, Shocking Fish in the Refuge, etc. Their staff also comes to Summit several times a year. This past week, our third graders were studying animals habitats. The refuge staff had several different animal hides and castings of animal tracks she shared and students had to identify if the animal migrated, hibernated or neither: if the animal had any adaptations visible on their hide that students could explain, etc. She had actual recordings of each of the animals being discussed. She played the sounds, had students



make each sound and led a discussion about how different animal species communicate.

Each year our second grade teachers have nutrition staff from a local health clinic in to share health and wellness information/practices with our students. First grade students partner with WXOW TV 19 in their study of weather. They visit the weather station to learn about the tools weatherman use to predict and report out the weather to the community. They are also assisting our first grade teachers with the development of a weather station on school property that can be used by our first grade students to record weather conditions, bring them into the classroom and chart these conditions over time. The Bluff Country Master Gardeners assist our second grades each year with planting our butterfly garden. They help students to plan for different flowers that will attract butterflies and then actually plant these flowers with students.

- Students participate in civic/community engagement projects relating to environmental and sustainability topics in the following focus areas:
 - Energy
 - o Water
 - School site
 - Recycling and Waste Management
 - o Environmental Health
 - Health and Wellness
 - Environmental and Sustainability Education
- Description of participation: Several of these projects were described in the previous section. We are currently working on identifying Service Learning Projects specific to each grade level that our students could be involved with each year. For example, we are considering clean up the the local flood plain directly west of our school as the service learning project for our fifth graders working with US Fish & Wildlife. We are considering trail restoration at Hixon Forest as a annual project for our fourth graders. These are two examples of projects in the community. Our students take several field trips each year to learn about the identified concepts above throughout the community. Some of these field trips include visiting the following locations: Myrick/Hixon Eco Park, USGSUM Environmental Sciences Center, Organic Farm, WXOW TV 19, Recycling Centers, National Wildlife Refuge, assorted city-county and state parks, Dairy Farm, Mississippi River and backwaters, and other locations. These field trips provide opportunities for first -hand investigation and information related to environmental practices.

We are currently discussing plans to require a capstone project for all of our 5th graders to be completed by the end of their 5th grade year involving research of some



environmental topic/issue and which demonstrates their understanding of our five environmental school goals.

- The school staff contributes to the community-based projects of local organizations as representatives of the school in the focus areas below:
 - School site
 - Environmental and Sustainability Education
- Description of their contribution: To date we have limited the scope of this work to our school site. We have more than 25 staff actively involved in the development and implementation of our environmental education goals. We have had as many as 35 staff trained in different environmental programs for students. We continue to have several committees that address specific school needs including: developing outdoor education areas on site, reviewing school environmental practices, and developing different display and hands-on interactive exploration areas in the school related to environmental education. WE bring the partners in to assist us with developing our school programs. In the future we hope to send our staff out to assist these environmental partners with their work.

We did send some staff to the WCEE meetings to help with redesigning the focus of their program at UWSP focusing on Environmental and sustainability education.

- Local businesses, government agencies, environmental/nature centers, hospitals/clinics, other schools and other civic/community groups actively and regularly support students and teachers on safety, health, sustainability, or environmental learning projects.
 - O This was addressed in a previous section. The only thing to add here is that the local hospitals/clinics, local law enforcement and the Town of Campbell Fire Department have also provided resources to assist our teachers with instruction on safety, health and environmental education. The fire department has provided several trainings for staff and students on water and fire safety. They participated in our all-school picnic this past year bringing their equipment to the school for students and parents to learn about and interact with. They provided support for our fifth grade students as they canoed French Slough this past spring. The local clinics and hospitals continue to support different health clinics in our school for staff and students including a flu clinic and La Crosse County provides dental health instruction and sealants for 2nd grade students. The La Crosse County Sheriff's department provides DARE Education for all 5th grade classrooms each year and additional lessons in other classrooms as requested.
- The school continues to explore future partnerships with different community organizations which are focused on environmental education.



Cross Cutting Questions

- The school principal received the Wisconsin Association for Environmental Education Administrator of the Year award.
- The school has a staff member who is in Wisconsin Association for Environmental Education.
- The school is a member of the Wisconsin Green Schools Network.